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ABSTRACT

This report summarizes the findings and recommendations of 22 internal, external, or combined studies written by committees, consultants, or staff. A listing is included of more than 70 other plans, reports, requests, or other efforts to identify needs of the New Orleans Public Schools. A synthesis of findings or recommendations from these sources is made as follows: (1) academic achievement of students should be significantly improved towards national averages; (2) affective growth of students should be promoted by school programs; (3) curriculum should provide for changing demands of the knowledge and technology-based information age, and for unique local needs; (4) social, economic, and health problems necessitate provision of adequate student support services; (5) decision-making and implementation in the school district should be accomplished through a long-range, comprehensive planning process; (6) administrative and managerial activities of the school district should operate more effectively and efficiently; (7) facilities of the school district should be made safer and more secure; (8) organizational climates of both schools and central offices should be more positive; (9) revenues of the School Board should be increased and more efficiently spent; and (10) overall quality of staff should be improved through better recruitment, placement, staff development, administrative support and through greater accountability. (LMO)

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A Survey of
Recent Major Analyses
Of
Internal Planning Issues
For
The New Orleans Public Schools

Pre-Planning Report No. 3

October 1985

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I. EXECUTIVE SUMMARY

The Orleans Parish School Board is presently in the process of developing a long-range comprehensive plan for the school district. One common feature of all planning models is the needs assessment or critical analysis. Such a process involves the comparison of existing conditions to desired or feasible situations. The purpose of the assessment is to prepare to improve the existing organizational performance up to a planned level of productivity, which is defined to be the desired or feasible state. Consequently, the needs assessment phase of planning leads to measurable objectives for performance to be pursued by the organization through implementation of its plans.

Fortunately for the Orleans Parish School Board, numerous critical studies, plans, or recommendations have been completed in the past few years. These analyses are not formal needs assessments as such, but do form a significant foundation for planning and represent specific expectations of the community as to what should result from school district planning efforts. Therefore, the formal needs assessment phase can be considerably shortened by utilizing these prior efforts, and several clear areas of priority can be discerned from them.

This report summarizes the findings or recommendations of 22 internal, external, or combined studies, written by "blue ribbon" committees, consultants, or staff. A listing is also included of more than 70 other plans, reports, requests, or other efforts to identify needs. Many important long-range goals, short-range objectives, and related strategies can be developed from these inputs.

A synthesis of the findings or recommendations of these sources can be made as follows:

1. The academic achievement of students, being of paramount importance to the future of New Orleans, should be significantly improved towards national averages, especially in the standardized achievement scores of graduating seniors and in the average number of years of school completed among the citizenry.

2. The affective growth of students in areas such as self-concept, responsibility, self-determination, and interpersonal relations should be promoted by school programs to facilitate academic learning, to prevent dropouts, and to foster self-sufficiency after graduation.

3. The curriculum of the schools should provide for the changing demands of the knowledge and technology-based Information Age and for unique local needs.

4. The numerous social, economic, and health problems of New Orleans necessitate the provision of adequate student support services to encourage academic success and to prevent dropouts.

5. Decision-making and implementation in the school district should be accomplished through a long-range, comprehensive planning process, integrated with the budget, supported by a management information system, and properly monitored and evaluated.

6. Administrative and managerial activities of the school district should operate more effectively and efficiently, be oriented toward supporting school operations, and utilize greater automation technology.

7. The facilities of the school district should be made safer and more secure, need better maintenance, require considerable renovation, need air-conditioning, and should be expanded to relieve overcrowding.

8. The organizational climates of both schools and central offices should be more positive, fostering greater participation in decision-making and demonstrating orientation toward student growth.

9. The revenues of the School Board should be increased and more efficiently spent, especially to support new programs, higher teacher salaries, capital improvements, and books, supplies, and equipment.

10. The overall quality of staff should be improved through better recruitment, placement, staff development, and administrative support, and through greater accountability.

The reports did, however, indicate several areas of improvement already taking place. This improvement should be continued and accelerated. Examples of these gains are as follows:

1. The gaps between local and statewide averages in the Louisiana Basic Skills Test are diminishing.

2. District-wide achievement on the CTBS rose in 1985.

3. Orleans Parish students continue to progress in every area tested by the Louisiana State Assessment Program.

4. SAT scores are above the national average and are increasing.

5. Several improvements in the operation of the Maintenance Department have occurred in the past 3 years.

6. The Board's internal accounting controls have improved, adequately safeguarding assets and providing reasonable assurance of proper recording of financial transactions.

7. The School Board's capital improvements program is making progress toward revitalizing the physical facilities in the system.

8. During 1984-85, there was a 14.5% decrease in crimes occurring on school property.

9. There is evidence of increasing interest in the community to improve public education.

The survey of these 22 major analyses includes the following reports, studies, or findings:

A. External "Blue Ribbon" Committees

a. Management Assistance Study (#1), which recommended improvements in school district revenues and cash management, extramural resources, budget development and control, financial and audit systems, facilities management and maintenance, and long-range planning and evaluation.

b. Business Task Force on Education Recommendations for a Master Plan (#2), which recommended a goal of 50th percentile or better on national standardized tests by the completion of the twelfth grade.

c. Report of the Committee on Needed Governmental Services (#4), which recommended considerable improvement in financial support for the public schools.

d. Report of the Task Force to Examine the Current State of Public Education (#7), which made several recommendations on evaluation, planning, public relations, operational practices, student discipline, and resources of the school district.

B. External Consultants

a. Administrative Studies (#8), conducted by the Board's external auditors on personnel, maintenance, and budgeting.

b. Comprehensive Annual Financial Report (#9), which reviewed the district's financial condition and internal accounting controls.

c. System-Wide Physical Conditions Survey (#14), which documented the improvements needed in school and central facilities.

C. Joint "Blue Ribbon" Committees (Internal/External)

a. Preliminary Report on Master Plan Goals (#3), which recommended the educational and mission goals for the school district.

b. Report of the Curriculum Advisory Committee (#6), which recommended several steps on policy and practice for curriculum and instruction.

c. Report of the Superintendent's Task Force on Safety and Security (#10), which made recommendations on improving school climate and parental involvement and on eliminating distractors and hazardous conditions.

d. Task Force on Dropout Prevention (#18), which seeks to develop ways to help students stay in school until graduation.

D. Internal Reports by Staff

a. School Site Visitation Team Reports (#5), which recommended improvements in services to schools.

b. Utilization of Public Schools Report (#11), which documented overcrowding or underutilization of school buildings.

c. Louisiana Basic Skills Test Results (#13), which documented areas of improvement and further need in the language arts and mathematics achievement of students in grades 2 through 5.

d. Results of Comprehensive Test of Basic Skills (#15), which documented areas of improvement and further need in the reading and mathematics achievement of students grades K through 12.

e. Capital Improvements Budget and Programs (#16), which allocated over $186 million for capital improvements over a 10-year period.

f. Results of the Louisiana State Assessment Program (#19), which documented areas of improvement and further need for student achievement in reading, writing, and mathematics in grades 7 and 10.

g. Critical Profiles of Local Community Needs (#20), which documented trends, conditions, and needs within the community and discussed their implications upon school district planning.

h. College Testing Information (#21), which documented student scores on the ACT and SAT programs and made recommendations for future improvement.

i. Annual Report of the Department of Security (#22), which documented areas of improvement and further need in making schools safe and secure.

E. Public Testimony

a. Redistricting Hearings (#12), which dealt with attendance boundaries, overcrowding, school closures, and grade configurations.

b. Budget Hearings (#17), which dealt with finances, revenues, planning, and priorities.

SYNTHESIS OF KEY INTERNAL ANALYSES

Key Study or Report/Year	AREAS OF CONCERN 1 Academic Achievement	2 Affective Growth	3 Curriculum Content	4 Student Support Services	5 Comprehensive Planning	6 Administrative Efficiency	7 Facilities/Security	8 Organizational Climates	9 Revenues/Finances	10 Staff/Management
1. Management Assistance Study 79					X	X	X		X	X
2. BTF Recommendations 82	X		X		X	X	X		X	X
3. Goals Task Force 82	X	X	X	X	X	X	X	X	X	X
4. Needed Services Committee 83	X						X		X	X
5. School Site Visitations 82-85	X	X	X	X		X	X	X	X	X
6. Curriculum Advisory Committee 84	X		X					X		X
7. Task Force to Examine NOPS 84	X		X	X	X	X	X	X	X	X
8. Administrative Studies 84-85						X	X		X	X
9. Annual Financial Report 84						X			X	
10. Safety/Security Task Force 85	X	X	X	X	X	X	X	X	X	X
11. Utilization of Facilities 85						X	X			
12. Redistricting Hearings 85				X	X	X	X	X		
13. La. Basic Skills Test 85	X		X							
14. Physical Conditions Survey 85						X	X		X	
15. CTBS Report 85	X		X							
16. Capital Budget/Program 86							X		X	
17. Budget Hearings 85			X	X	X	X			X	X
18. Dropout Prevention 85	X	X		X				X		
19. La. State Assessment 85	X		X							
20. Community Needs Profiles 85	X	X	X	X			X	X	X	
21. SAT/ACT Reports 85	X		X	X						
22. Security Report 85						X	X	X	X	X

II. KEY INTERNAL ANALYSES

A needs assessment compares existing conditions with those desired or feasible. Plans are then developed specifying objectives to achieve and strategies to accomplish the objectives.

A major foundation for a needs assessment and for the selection of strategies has resulted from the efforts of many "blue ribbon" committees, external consultants, and internal staff members through the development of reports and recommendations over the past five years. These inputs provide significant data for the consideration of the Board, the Superintendent, and the Management Team in developing district-wide priority areas and strategic goals. This section summarizes the results of those efforts.

1. Management Assistance Study of the New Orleans Public Schools; Mr. Floyd Lewis, Chairperson, sponsored by the Business Task Force on Education, Inc., (BTF); Mr. Martin C. Miler, Chairperson; March 1979.

The study began in August 1978 with a memorandum of understanding between the BTF and the School Board to provide a management review of school district revenues and cash management, extramural resources, budget development and control, financial and audit systems, facilities management and maintenance, and long-range planning and evaluation. Participants included managers and professionals from area universities, businesses, and industries.

The study's general recommendations were as follows:

1. The hiring of a Deputy Superintendent for Business and Finance reporting to the Superintendent, responsible for all financial, accounting, and related business functions. (This recommendation resulted in the position of Associate Superintendent for Finance and Auxiliary Services.)

2. The establishment of an Office of Planning and Evaluation, under an Assistant Superintendent, charged with the responsibility for developing a master plan for the school district. (This recommendation resulted in the establishment of the Division of Planning, Research, and Evaluation, and later the creation of a Department of Planning.)

3. The development and implementation of a system-wide utilization plan for physical plants, including the sale of all surplus properties.

4. Improvement in the budget development and control system, including school-site, lump-sum budgeting at a few pilot schools.

5. Development of a management information system to support budgeting, auditing, and planning.

6. Strengthening of the responsibility and authority of the Internal Auditor and the creation of an Audit Advisory Committee. (This has been done.)

7. Adoption of formal policy and guidelines for the organization and planning for external grants.

2. Recommendations for the Master Plan of the New Orleans Public Schools; resolution by the Business Task Force on Education, Inc.; May 25, 1982.

The Business Task Force (BTF) recommended that the long-range goals of the school district be as follows:

1. Quality education defined as reading, writing, and computation at the fiftieth percentile or better on a national standardized test by the completion of the twelfth grade.

2. Fulfillment of the recommendations of the Management Assistance Study.

3. Fulfillment of the new construction, maintenance, and renovation programs authorized by the 1980 School Sales Tax Referendum.

3. Preliminary Report on Recommended Master Plan Goals; Goals Development Task Force for the New Orleans Public Schools; Dr. Harold J. Vincent, Chairperson; September 27, 1982.

This report was developed by a Board-appointed Task Force of 15 neighborhood representatives and one from the Business Task Force. Eleven public meetings were held throughout the city to develop goals for the school district. Their report recommended a set of proposed goals, a process for Board adoption, and an extension of the committee's term until a master plan would be adopted. The proposed goals and recommendation process led to the adoption of Board Policy No. 9110, Aims and Goals of the New Orleans Public Schools (see appendix). The Preliminary Report provides detailed explanations of each goal and delineates issues related to achieving them.

4. Report of the Committee on Needed Governmental Services; Task Force on the Business of Government; Dr. Eamon M. Kelly, Committee Chairperson; Rev. James C. Carter, S.J., Task Force Chairperson; January 1983.

This report was sponsored by the Metropolitan Area Committee to develop ways to inform citizens on measures needed to improve public services. Task force members included representatives from colleges and universities, professions, and business and industry.

The committee made the following findings relative to local public education:

1. Improved public education, including vocational education, is central to the economic and social development of New Orleans.

2. Improving education will be expensive, because New Orleans public schools are severely underfunded in operational and capital expenditures, needing an additional $65,000,000 and $7,299,000 annually to meet the national average for operational and capital funding respectively.

3. Teacher salaries should be increased.

5. School Site Visitation Team Reports, completed during on-site visits from 1982 through 1985.

The School Site Visitation Team process was developed in 1982 to serve as a means to promote better service to schools by central office support units. By visiting schools and reviewing on-site reports of the quality of support service delivery, central office teams and school personnel jointly identified areas of needed improvement.

Although the results vary by school, three general conclusions can be made from survey results:

1. Additional funds are needed at school sites to meet unique needs.

2. There is a significant need to improve the delivery of central support services to schools.

3. The replacement of old, worn-out, or outmoded furniture is not adequately addressed in current school district budgets.

6. Report of the Curriculum Advisory Committee: Dr. Mack J. Spears, Coordinator; August 13, 1984.

The Curriculum Advisory Committee worked concurrently with the Task Force to Examine the Current State of Public Education in New Orleans. Its membership included representatives from colleges and universities, local government, business and industry, organized labor, parents, principals, teachers, and students.

Recommendations from the Committee included the following:

1. System-wide exams beyond the CTBS should be developed in subject areas required for high school graduation, guaranteeing adherence to curricular goals without compromising quality or school individuality.

2. Implementation of the entire Benchmark testing program, through higher-order skills, should be completed.

3. Testing results should be a matter of public record.

4. Provision should be made for meeting the needs of students who cannot meet course entry requirements.

5. Recognition should be made that students may take more than 4 years to complete the new high school requirements.

6. Vocational education programs should be redesigned.

7. The school district should encourage teachers to use creative strategies and techniques.

8. Seniors should remain in school for a full day.

9. There should be school-site responsibility and authority for adhering to curricular goals.

10. Board Policies 6140 and 6140.1 on curriculum should be revised according to language recommended by the committee. The Board has since approved this policy. Key provisions are as follows:

    a. The curriculum is a written plan translating the aims and goals into specific requirements for courses of study.

b. The curriculum should describe programs, courses, and results (competency levels and performance expectations).

c. The curriculum should suggest educational strategies.

d. Meaningful parent and community dialogue should be incorporated in all phases of curriculum planning and implementation.

The Committee also endorsed the new graduation standards recommended by Dr. Martin in the Spring of 1984.

7. Report of the Task Force to Examine the Current State of Public Education in New Orleans; Dr. Rose M. Loving, Chairperson, and Mr. Michael P. Burns, Co-Chairperson; August 13, 1984.

The Task Force was established following a special meeting between the Orleans Parish School Board and the Urban League of New Orleans concerning the need for improvement of the schools. Membership included elected public officials, college and university representatives, teachers, parents, civic leaders, business and industry executives, and principals.

The Task Force recommended approximately 60 specific actions that can be generally summarized as follows:

A. Analysis

1. Strengthen the technical staff and resources of the Departments of Testing and Evaluation.
2. Develop an accessible, longitudinal data base.
3. Unite the energies of school and central staff behind student achievement rather than simply focusing on achievement test scores.
4. Take specific staff development and management steps to improve the validity of achievement test data.

B. Planning

1. Mandate the preparation of a comprehensive plan which can be quantitatively or qualitatively evaluated.
2. Implement a management information system to support short and long-range planning.
3. Strengthen the Department of Planning and assign its director the rank of Assistant Superintendent.
4. Ensure parental and community involvement in the school-site planning process.

5. Form a Standing Advisory Committee for Planning, composed of persons with expertise in educational planning, community representatives, and parents.

C. Improving Community's Perception of Student Achievements

1. Establish a Public Relations Advisory Committee (implemented already).

2. Strengthen the Department of Informational and Community Services.

3. Make schools more responsible for public relations.

4. Take specific steps to promote public support through more positive coverage of school accomplishments.

D. Operational Practices and Student Discipline

1. Publish Board meetings agenda in the Times-Picayune/ States-Item 5 days prior to meeting dates.

2. Establish more high school courses in skilled trades.

3. Recruit retired and elderly volunteers.

4. Mandate Citizens Advisory Committees at each school.

5. Review and revise dress codes, disciplinary procedures, and student handbooks.

6. Eliminate tenure and establish merit pay.

7. Take specific steps to strengthen the screening and evaluation of professional staff.

8. Reduce paperwork and administrative workloads on teachers.

E. Resources

1. Take several steps to improve the quality of teachers through improved hiring practices, better in-service training, higher salaries, and greater voice in district decision-making.

2. Take several steps to improve the quality of principals by involving them in hiring teachers, providing better in-service training, extending their work years to 12 months, and involving them in district decision-making.

3. Ensure the availability of textbooks, workbooks, and tests.

4. Provide for greater use of computer technology.

5. Strengthen libraries.

6. Increase instructional supply funds.

7. Improve relations with organizations, institutions, colleges and universities, governmental agencies, and the public-at-large.

8. Expand student support services.

9. Improve the physical condition and equipping of schools.

10. Work toward the air-conditioning of all schools.

11. Support the recommendations of the Safety & Security Task Force.

The School Board has since appointed a Committee to work on implementation of the Task Force's recommendations.

8. Administrative studies, conducted for the Orleans Parish School Board by Peat, Marwick, Mitchell & Co.; 1984 and 1985.

As part of its auditing contract with the School Board, the firm of Peat, Marwick, Mitchell & Co. annually completes an administrative study on a selected area of management and makes recommendations on ways to increase the effectiveness and the efficiency of administering the targeted area. To date, the firm has developed several specific recommendations on operating the Maintenance and Personnel Departments and is finalizing its recommendations on the budgeting process.

1. Personnel Study (December 1984)

   a. The organizational structure of the Personnel Department should be revised.

   b. There should be on-line capacity for automated personnel files and greater automation in other specified areas.

   c. The policy of accommodating teacher candidate work location preferences should be reexamined to allow all schools equal opportunity to receive qualified teachers.

   d. Several functions and areas of responsibility should be reassigned.

2. Maintenance Study (June 1985):

   a. Several improvements in the operations of the Maintenance Department have occurred over the past 3 years.

   b. There is a need to revise the current organizational structure and to fill vacant supervisory positions.

   c. Certain craft staffing should be increased.

   d. Regularly-scheduled planning meetings should be held.

   e. The project review process should be modified.

f. Maintenance parts inventories should be handled by the central inventory systems.

g. Custodial workers should perform minor preventative or regular maintenance.

h. The work order system should be better automated.

i. Time estimates should be prepared for work orders.

j. The recommendations of the Superintendent's Task Force on Safety and Security should be implemented relative to control of vandalism.

k. Standardized checklists should be used in surveying schools for maintenance needs.

3. Budget Process Study (August 1985)

a. A Board budget policy should be established.

b. The responsibilities of the Board in the budget process should be clearly defined and periodically reviewed.

c. The Board should establish a budget committee consisting of two Board members.

d. Long and short-range goals and objectives, including quantifiable performance measures to monitor progress, should be developed to guide planning and budgeting.

e. A Budget Department should be created and combined with the Planning Department to coordinate all budget-related functions.

f. Automated support for the Budget Department is needed.

g. The scope of the Budget Evaluation Committee should be redefined.

h. A long-range plan should be developed incorporating enrollment forecasts, capital projects, and the Board's Aims and Goals into fiscal projections.

i. The long-range plan should include measurable goals and a means for monitoring progress toward those goals.

j. A process should be established to develop and monitor the current capital projects plan.

k. Enrollment forecasts should be expanded into five-year projections.

l. Adequate time should be allowed for each budget step including public and Board review and approval.

m. Proposed budget calendars should be reviewed with all key individuals prior to issuance to units.

n. All steps relating to the completion of plans and budgets should be included on a single calendar for use by the proposed Department of Planning and Budgeting, and revised calendars should be distributed to all areas involved in the budget process.

o. Revenues and expenditures should be budgeted by quarters in the annual plan.

p. A standard form should be developed for requesting new programs or staff additions.

q. All requests for increases should be prioritized.

r. The development of budgets for all funds should be coordinated.

s. Major planned outlays for equipment should be summarized as part of the budget review process.

t. Estimates of major planning category price increases should be provided as part of budgeting instructions.

u. Any budget cuts necessary should be allocated to the unit(s) responsible for implementing them.

v. Use of reserved contingency funds should be specified.

w. Both preliminary and fiscal budget documents should be prepared.

x. Units should be allowed to submit for review requests for major purchases that exceed their annual capital outlay allocations.

y. Retention should be allowed of all funds encumbered at the end of the year that require reordering.

z. The per-pupil allocations should be reviewed for adequacy.

aa. An executive summary of the budget should be prepared for mass distribution.

bb. The budget documents should include goals and objectives, historical and projected enrollments, summaries for all funds, and prioritized summaries of requested programs and staff increases.

cc. Similar report formats should be used for presenting financial information.

dd. All financial data should be dated.

ee. The budget package should include a brief financial analysis, including specific comparative ratios.

ff. Historical growth rates should be shown on revised budget proposals.

gg. Formal guidelines should be established for budget amendments.

hh. Each unit's compliance with the budget should be monitored on a regular basis and should be a part of the unit administrator's job performance evaluation.

ii. The financial impact of all new programs and projects should be included in the Board approval package.

jj. Standard quarterly and annual variance reports should be developed for Board review.

kk. Units should be required to plan actual expected salary requirements.

ll. The position control system should be reprogrammed to allow the monitoring of staff levels.

mm. Reports should be provided on staffing levels and proposed increases.

nn. Salary increases should be estimated for input into the budget process.

oo. Several specific efficiency improvements were recommended regarding monitoring and budgeting staff.

9. Comprehensive Annual Financial Report for the Fiscal Year July 1, 1983-June 30, 1984; Department of Finance and Budget in conjunction with Peat, Marwick, Mitchell & Co. and Bruno & Tervalon; November 26, 1984.

This report was the first single audit under the regulations of Attachment P to OMB Circular A-102. It detailed financial and statistical data relative to school district operations. Findings included the following:

1. The Board's internal accounting controls adequately safeguard assets and provide reasonable assurance of proper recording of financial transactions.

2. General Fund expenditures increased at a rate of 6% while General Fund revenues increased only 2.5%, although the student enrollment increased less than 1%.

3. During fiscal year 1985, budget cuts would be needed and, in the future, additional revenues would be needed if educational services are to be maintained at current levels.

The report has been awarded the Certificate of Excellence in Financial Reporting by the Association of School Business Officials and the Certificate of Performance in Financial Reporting from the Government Financial Officers Association.

10. Report of the Superintendent's Task Force on Safety and Security; Dr. Maxine J. Pijeaux, Chairperson; February 1985.

The Task Force was composed of representatives from community organizations, business and industry, labor, parent organizations, church groups, police and fire departments, and the judicial branch of city government, as well as teachers, students, principals, and central office administrators.

The Committee made many detailed recommendations that can generally be summarized as follows:

1. Develop positive school climates under the leadership of each school principal.

   a. Establish a stronger sense of academic mission, a high degree of professional collegiality, a strong sense of affiliation with the school, high expectations, comprehensive educational programs, and structured, orderly learning environments.

   b. Strictly enforce Board Policy #5132.4, "Regulations for Handling Vandalism."

   c. Budget anticipated costs of vandalism.

   d. Prioritize security allocations according to need.

   e. Establish programs to reduce student alienation.

   f. Have consistent school disciplinary procedures, including rules and penalties for infractions.

   g. Provide for student handbooks, broad co-curricular programs, school logos, increased student involvement, participatory management, programs that promote positive self-esteem through academic success, and staff development for teachers in assessing their behavior as well as the students'.

   h. Be consistent in handling and reporting all serious criminal incidents.

i. Develop action plans to increase drug awareness and treatment programs within schools.

2. Develop greater parental involvement.

   a. Create a new position of Parent Coordinator to aid school site administrators in establishing active parent organizations.

   b. Take specific steps at the school site to encourage parental participation.

   c. Provide a district-wide calendar of parental meetings/activities.

   d. Continue to support district, state, and national parent groups, as well as the Chapter I Parent Advisory group.

   e. Provide training to parents and staff on parent participation.

   f. Prepare guidelines for detecting child abuse and neglect.

3. Eliminate hazardous internal and external environmental conditions or minimize their impact where they cannot be eliminated.

   A. <u>Internal/School-Based Environment</u>

      a. Provide procedures and facilities for the storage of combustible materials.

      b. Provide specified public information regarding disaster and emergency plans.

      c. Develop a Safety Awareness Program at each school.

      d. Provide emergency guide "flip-charts" for each school.

      e. Provide each school with charts on the Heimlich Maneuver and CPR.

      f. Have more in-service training and drills on fire alarm use, disaster situations, and first aid.

      g. Continue to remove lead-based paint from classrooms.

      h. Create a new position of Safety Coordinator to aid school site administrators in eliminating risks to safety, property, or the environment.

i. Comply with all asbestos abatement regulations.

j. Study ways to implement Fire Code Regulation 700-710 (Revised) concerning the location of classes in grades pre-k through 2.

k. Revise policies on emergency procedures (Policy #6114) to include the evacuation of orthopedically-impaired students.

l. Assist schools in complying with fire code regulations.

m. Improve the maintenance of buildings.

B. External/Community-Based Environment

a. Be visible and active in environmental protection efforts.

b. Promote stricter control of hazardous materials through legislative efforts.

c. Conduct annual in-service at each school on the "Hazardous Materials Incident Response Plan for the City of New Orleans."

d. Work with the City to encourage maintenance of railroad crossings and stricter enforcement of railroad signals at crossings.

4. Organize community and school representatives to reduce and eliminate, where possible, external distractors.

a. Establish a committee of school and community representatives to recommend joint efforts that the city and the school district can implement to prevent outside distractions.

b. Study the feasibility of "closing" secondary school campuses.

c. Have school parent organizations be more active in eliminating outside distractions.

d. Have greater dialogue over specific issues among the Department of Security, the police, and schools and administrators.

e. Promote public knowledge of school zone regulations.

f. Have school administrators develop annual safety and security awareness programs, identifying chronic class cutters, and submitting requisitions to zone maintenance at least one week in advance.

5. Take steps to eliminate trespassing and vandalism.

a. Provide for "Neighborhood Watches" around schools.

b. Hold meetings between the New Orleans Police Department and the Department of Security to address the perceived problem of improper notification procedures and inadequate response times.

c. Support legislation to increase penalties for school vandalism.

11. The Utilization of Public School Facilities: Annual Report: 1984-85; Department of Planning; April 22, 1985.

Based upon on-site inspections of school operations during 1984-85, the Department of Planning made the following findings:

1. There was an overall shortage of 270 classrooms in the school district, with 76 schools (or 61%) rated as overcrowded to some degree.

2. The classroom shortage is especially significant in the following planning subdistricts: City Park/Lakeview; Uptown/Carrollton; Mid-City/Broad; Downtown/Central City; Gentilly; Downtown/St. Claude; Lower 9th Ward; and East New Orleans.

3. School plant utilization is inequitably distributed, especially at the secondary level.

4. The demand for classroom space is outpacing new construction.

5. The classroom shortage is caused by many factors, including lowering of pupil-teacher ratios, new educational programs, population shifts, and greater enrollment in elementary schools.

6. School staffs should be commended for the ways they utilize makeshift spaces.

7. Solutions to overcrowding must vary from school to school and must include one or more of several specific strategies.

8. Some schools are overcrowded due to large numbers of out-of-district students.

9. The lack of a computerized system for geographic planning together with inefficiencies on the student data base greatly hinder the planned equalizing of school utilization.

12. Testimony by the Public at Redistricting Hearings, Spring 1985.

Redistricting hearings conducted by the Planning Department in the Spring of 1985 provided the opportunity for public testimony on many aspects of school district operations. Many of the comments can be summarized as follows:

1. The elimination of overcrowding is a priority.

2. Many parents desire a wider choice of alternative school programs, especially in Eastern New Orleans and on the West Bank.

3. Implementation of the middle school concept will be succesful only if resulting from a comprehensive plan.

4. There is a need to resolve conflicting arguments on the desirable size of student populations within individual schools.

5. Considerable support exists for maintaining 6th graders in elementary schools.

6. Decisions on grade configurations should be made in order to achieve program goals (e.g., to reduce student alienation) rather than facility goals (e.g., to relieve overcrowding).

7. Public participation is needed at the earliest stages of planning, not just at the implementation stage.

13. Highlights of the Louisiana Basic Skills Test Results: 1985; Department of Testing; May 15, 1985.

The Louisiana Basic Skills Test was administered to grades 2-5 in language arts and mathematics. The report indicated the following:

1. The gap between statewide averages and the local district's averages continues to diminish.

2. Achievement gains in language arts and mathematics are competitive with scores in neighboring parishes.

3. The most impressive gains were in grade 4.

4. The number of students requiring remediation in both language arts and mathematics has diminished in grade 2 and, most significantly in grade 4.

5. Students in grades 3 and 5 experienced the most difficulty in attaining the tested standards.

6. Despite progress, average scores still remain below state averages in every category.

7. As students move from the lower to upper grades, test score achievement becomes more difficult and larger proportions of Orleans students require remediation. This problem is a priority area for action.

8. Emphasis is increasing on teaching concepts and integrated skills at upper grades so that the achievement established in the early grades is sustained each year.

14. New Orleans Public Schools: System-Wide Physical Conditions Survey; Engineering Planning Group, Inc.; June 1985.

The EPG report was developed from on-site inspections of a survey team including a civil engineer, architect, electrical engineer, and mechanical engineer, who personally visited each school building, inspected and evaluated its components, and estimated the cost to restore the components to their original usefulness. The 131 facilities were surveyed from January through May, 1985.

The report's findings can be summarized below:

1. The School Board's capital improvements program is making progress toward revitalizing the physical facilities in the system.

2. Rectifying problems that should be corrected total $70,153,106 worth of renovation work in addition to unestimated costs of structural repairs, required asbestos abatement, and needed new construction.

3. The school's greatest problems are with roofs (53 schools), exteriors (69 schools), interiors (64 schools), and electrical systems (39 schools).

4. Recommended air-conditioning will cost $36,266,312 in capital costs alone.

5. A specified priority schedule should be followed.

6. Several indicated health and safety measures need immediate correction.

7. Maintenance of the schools must be improved.

The report included an executive summary, a summary report, and a four-volume detailed report.

15. Results of the National Norm Referenced Comprehensive Test of Basic Skills: 1984-85 School Session; Department of Testing; July 16, 1985.

This report presented the results of the 1984-85 Comprehensive Test of Basic Skills (CTBS) for the school district. Scores for mathematics and reading were reported for grades K-12 using the new and more difficult "U" edition.

Results indicated the following:

1. District-wide achievement on the CTBS rose in 1985, with the greatest gains in mathematics.

2. Secondary schools are showing steady or improved scores in reading.

3. Range scores of 4 stanine or better were recorded for all grades except for 12th grade in both mathematics and reading.

4. Significant progress is still needed in order to reach national average scores, as indicated by average scores above the 50th percentile in kindergarten only (See next page).

NEW ORLEANS PUBLIC SCHOOLS

DEPARTMENT OF TESTING

PERCENTILE GAINS/LOSSES ON THE COMPREHENSIVE TESTS OF BASIC SKILLS - 1985 vs. 1984

GRADE	READING			MATHEMATICS		
	1985 %ile	1984 %ile	Gain/Loss	1985 %ile	1984 %ile	Gain/Loss
K	53	54	-1	73	73	0
1	44	48	-4	43	47	-4
2	34	36	-2	45	45	0
3	30	33	-3	40	42	-2
4	36	36	0	44	42	+2
5	37	30	+7	49	38	+11
6	31	31	0	36	36	0
7	29	29	0	35	32	+3
8	32	27	+5	37	32	+5
9	27	24	+3	35	27	+8
10	24	20	+4	30	28	+2
11	24	22	+2	33	30	+3
12	18	18	0	33	31	+2

16. Capital Improvements Budget and Program FY 1986, adopted by the Orleans Parish School Board on August 12, 1985.

This budget listed $186,082,718 for approved projects for which $130,140,789 is still outstanding. Approximately $54,000,000 for other programmed projects cannot be funded from existing revenues. The projects were identified by the Capital Improvements Programming (CIP) Team in accordance with the Board's adopted CIP procedures.

Projects listed included the following: replacement buildings, new sites and schools, new special facilities, replacement bus garages, building phase-outs, roofs, exterior renovations, fire alarms, public address systems, fire and life safety improvements, asbestos abatement, special education modifications, electrical and lighting upgrades, air-conditioning repairs, interior renovations, restoration of fire damage, classroom additions, library upgrades, furnishings and equipment, portable classrooms, walkway covers, laboratories, site improvements, and school buses.

17. Testimony by the Public at Budget Hearings, August 1985.

In the face of budget cuts necessitated by the revenue shortfall of 1985, the public testimony at budget hearings provided significant evidence of public opinion and/or areas of organized strength. Key points made by speakers include the following:

1. The need to relate annual and long-term budgets to operational and strategic plans.

2. The need to continue present levels of support for cultural programs, the arts, and student support services.

3. The need for additional local revenues.

4. The need for a revised, annual budgeting process.

5. The need to avoid layoffs, especially in school site personnel.

18. Recommendations of the Task Force on Dropout Prevention; The Honorable Judge Ernestine Gray and Mr. Tom Watson, Co-Chairpersons; August 1985.

The Task Force has not issued a formal report but has held meetings and a rally and has distributed a brochure, "The Limits of Their Education Will be the Limits of Their World." The Task Force recommends a cooperative, community-wide endeavor to:

1. Develop creative and practical ways to motivate young people to stay in school.

2. Give youngsters positive incentives to convince them that school is important in their lives.

3. Convince potential dropouts that school is worth their investment of time, money, and energy.

4. Help school administrators and teachers make school a more successful and rewarding experience for at-risk students.

19. Highlights of the Results of the 1985 Louisiana State Assessment Program; Department of Testing; August 1985.

This report presented the Orleans Parish results of the annual Louisiana State Assessment Program for reading, writing, and mathematics in grades 7 and 10, administered in March 1985. The results indicated the following:

1. Orleans Parish 7th and 10th grade students continue to progress in every area tested, showing steady gains in every subject since 1981.

2. Gains were comparable to or exceeded statewide gains.

3. Test scores indicate the continued need for improving basic skills instruction in secondary schools.

4. Seventh and tenth grade scores (percent correct) still lag behind the State averages.

5. Large and consistent improvements have occurred in all domains and objectives for both grades since the Assessment Program began.

Louisiana State Assessment Program

GRADE SEVEN		PERCENT CORRECT		
		1985	1984	GAIN
Reading	District	73.81	73.43	+0.38
	State	83.62	83.24	+0.38
Mathematics	District	64.88	60.92	+3.96
	State	71.16	70.32	+0.84
Writing	District	75.23	75.20	+0.03
	State	83.38	82.87	+0.51

GRADE TEN		PERCENT CORRECT		
		1985	1984	GAIN
Reading	District	73.31	71.82	+1.09
	State	80.68	79.58	+1.10
Mathematics	District	62.70	62.06	+0.64
	State	72.53	72.17	+0.37
Writing	District	71.74	69.64	+2.10
	State	79.18	78.07	+1.11

20. Critical Profiles of Local Community Needs Impacting Upon Planning In The New Orleans Public Schools; Department of Planning; October 1985.

The Department of Planning developed critical profiles of the external trends and conditions in New Orleans and society, with an analysis of how those factors might impact school district planning and operation.

The profiles of societal inputs analyzed environmental givens for the school district, indicating conditions upon which district internal efforts and results will have no impact, but from which the district will be impacted in terms of its resources, clientele, and processes. Those societal inputs can serve either as constraints to or opportunities for successful school planning and achievement.

The profiles of social outcomes presented those impacts in society which the school district can or will have for the success, self-sufficiency, self-reliance, and survival of itself and all individuals which it will or might affect. A fundamental planning assumption is that the school district can have a positive impact on societal conditions by achieving greater results.

The implications upon school district planning resulting from the factors cited in the critical profiles of both inputs and outcomes were presented in the report. Implications are categorized as programmatic and support, paralleling the categories of school district goals.

A. Programmatic implications include curricular and instructional factors as well as student support services. The critical profiles imply the following:

1. Alleviation of many of the city's social and economic problems is possible only with improvement in the educational attainment of all of its citizenry, especially in terms of years of school completed and levels of scholastic achievement. This conclusion is leading many community leaders to focus their attention toward educational improvement.

2. The rapid movement of the United States from an industrial society to an information society necessitates changes in the school district's results, mandating improved productivity, modernized curricula, and life-long learning.

3. The power-base commodities of the Information Age are knowledge and technology rather than land and capital as in the Agrarian and Industrial Ages respectively. Because knowledge and technology are neither exhaustible nor inheritable as are land and capital, the Information Age presents the opportunity for the evolution of a true democracy with a wide power base, but only if educational attainment is broadly spread among all ethnic groups, sexes, ages, and geographic areas.

4. The many social and economic problems impacting the children of New Orleans necessitate provision for extra support services for students, including nursing, social work, psychological, and counseling support, to promote their ability to attain educational goals.

5. The growth in the school-age population, especially on the West Bank and in New Orleans East, will create a greater demand for for school programs and facilities.

6. The significant number of students achieving below average levels implies the need for intervention strategies, such as preschool, summer school, tutorials, alternative delivery systems, etc.

7. In view of the present and future needs of community, the following areas should be considered when planning for curriculum, instruction, and support services, in addition to traditional cognitive goals:

   a. Development of student motivational factors such as academic and personal self-concept, internal locus of control and responsibility, and goal development and pursuit,

   b. Prevention of drug and alcohol abuse, teenage pregnancy, dropouts, and physical abuse,

   c. Provisions for computer and technology literacy, as well as for research and communication skills,

   d. Development of skills of leadership and group teamwork, group problem-solving, and non-violent conflict resolution,

e. Maintenance of good health through proper nutrition and behavioral habits,

f. Instruction in fire safety, flood and storm preparedness, accident prevention, first aid, and other safety issues, including survival swimming, and

g. Encouragement of pre-entrepreneurship skills through extra and co-curricular activities and projects.

B. Support implications include financial, facility, managerial, and administrative factors. The critical profiles imply the following:

1. The organizational success of the school district in an everchanging, consumer-driven society is dependent upon appropriate redefinition of the relationships of the district to students, teachers, parents, businesses, other education providers, and the general public.

2. Recent and projected advances in technology present greater opportunities for the school district to improve the effectiveness and the efficiency of instructional and support delivery systems and managerial decision-making. These advances include computer systems, data-base management systems, the transmission of programming and data via coaxial cable, and video-communications.

3. The growth in information technology, as well as greater demands for participation rather than representation, point out the need to redefine management decision-making processes and information flows and to encourage entrepreneurship among staff.

4. The growth in school populations and the expanding demands for new programs and services create a need for additional classrooms and other facilities.

5. The climate of New Orleans necessitates adequate heating and air-conditioning to facilitate positive learning environments.

6. The Orleans Parish School Board is itself one of the city's largest employers and economic generators with financial successes or failures that are magnified throughout the community.

21. Highlights of College Testing Information; Department of Testing; September 1985.

This report summarized scores on the 1985 Scholastic Aptitude Test (SAT) and The 1984 American College Test (ACT) for New Orleans Public School students. Results of the testing programs were as follows (See table).

1. Average SAT scores increased in 1985 over 1984 by 30 points on the verbal test by 17 points in the mathematics test, and by 2 points on the Test of Standard Written English.

2. SAT scores in New Orleans increased significantly in comparison to score increases at the state and national levels.

3. Thirty-five fewer New Orleans students took the SAT in 1985 than in 1984, but those who took the test had slightly more years of English and mathematics preparation than did the national average.

4. An increasing percentage of students in 1985 who took honors courses in English and mathematics will request advanced placement credit in college.

5. New Orleans ACT scores have been stable over the past five years.

6. Scores in English slightly exceed those in mathematics.

7. Approximately 60% of the graduating student body has taken the ACT in the past three years. This represents approximately a 10% increase in the number of students tested from the early 1980's.

8. ACT scores in New Orleans lag behind both state and national averages by about five points.

The Department of Testing made the following recommendations:

1. An increasing range of New Orleans students should be encouraged to prepare for the SAT and ACT by taking the PSAT in their sophomore year and using the information to guide their educational program and to develop a test score improvement plan.

2. PSAT and SAT scores offer New Orleans students opportunities for scholarships that they might not become aware of without participation in these testing programs.

3. High schools should identify ninth grade students in the fifth stanines and above on the CTBS and provide counselling, tutoring, and training in test taking skills to strengthen their preparation for the senior year tests.

4. Meetings with parents and students about the importance of college tests and suggested means of preparing for the tests should be initiated as early as the junior high school years.

6. Test scores on college tests improve most dramatically only with a comprehensive instructional program. The instructional focus should be vocabulary building; rapid reading of complex texts with comprehension; familiarity with difficult test questions; solid knowledge of high school mathematics including algebra, statistics, computer competency, and the ability to apply math in solving real life problems.

7. Each secondary school should identify a teacher or counselor as the test "specialist" whose responsibility would be to interpret test information and guide students and teachers in planning appropriate preparation programs.

AVERAGE ACHIEVEMENT SCORES OF COLLEGE BOUND SENIORS NEW ORLEANS COMPARED WITH NATIONAL AVERAGES

AMERICAN COLLEGE TESTING PROGRAM

	NUMBER NOPS STUDENTS TESTED	% OF GRADUATING CLASS	ENGLISH NOPS	ENGLISH NAT'L	MATH NOPS	MATH NAT'L	COMPOSITE NOPS	COMPOSITE NAT'L
1983-84	2391	58%	13.5	18.1	11.4	17.3	13.2	18.5
1982-83	2501	61%	13.0	*	11.2	*	12.8	18.3
1981-82	2195	49%	13.1	17.9	11.4	17.2	12.9	18.4
1980-81	2271	51%	13.5	17.8	11.9	17.3	13.3	18.5
1979-80	2407	55%	13.4	*	12.5	*	13.6	*

SCHOLASTIC APTITUDE TEST AND TEST OF STANDARD WRITTEN ENGLISH

	NUMBER NOPS STUDENTS TESTED	% OF GRADUATING CLASS	VERBAL NOPS	VERBAL NAT'L	MATH NOPS	MATH NAT'L
1984-85	296	7%	486	431	501	475
1983-84	331	8%	456	426	484	471
1982-83	*	*	*	425	*	468
1981-82	283	6%	459	426	482	467
1980-81	325	8%	444	424	461	466
1979-80	*	*	*	424	*	466

*Data Not Presently Available

22. Annual Report, New Orleans Public Schools Department of Security: July 1, 1984-June 30, 1985; Department of Security; August 1985.

This report was prepared to assist the administration in assessing security problems within the school district and in prioritizing resources to those areas of need. Considerable detail was reported on incidents and trends.

The report indicated the following:

1. Several new programs and policies have been or are about to be implemented to improve response time to incidents.

2. All patrol and post personnel have successfully completed training at the New Orleans Police Academy. Similar training is proposed for school-based Security Counselors.

3. Security improvements have included assigning 28 Security Counselors to school sites, computerizing security incident reports, piloting Block Parent/Safe House Programs in two schools, and holding joint meetings with the Police Department.

4. The Sonitrol System should be computerized.

5. Trespassers continue to be a chronic problem at many school sites.

6. Schools are considering developing programs for police officers to eat lunch at schools to promote security and interact informally with students.

7. During 1984-85, there was a 14.5% decrease in crime occurring on school property. Decreases were noted in 10 of the 15 major categories of school crime, representing the first decrease since 1980-81 and exceeding significantly the city-wide crime-rate reduction of 5.5%.

8. Parent, teachers, administrators, students, and security personnel all share in the credit for the documented improvements.

9. The cost of reported vandalism damage rose considerably in 1984-85 (from $198 thousand to $311 thousand) but is still below all levels from 1975 through 1982.

III. OTHER INPUTS FOR INTERNAL ANALYSES

An internal critical analysis includes an appraisal of strengths, weaknesses, opportunities, and threats. Numerous critical studies, plans, or recommendations have recently been completed that could be important components of an internal critical analysis. Many important long-range unit goals, and short-range unit objectives, and related strategies can be developed by divisions and departments from those inputs. These analyses include the following:

A. Programs refer to curriculum or instructional processes and results.

a. Report of the Micro-computer Task Force.

b. Report of the Task Force on Teenage Pregnancy.

c. SACS Self-Studies.

d. Action Plan to Implement Proposed Program of Studies/new graduation requirements.

e. Analysis of student grades and retentions.

f. Research on grade configuration, e.g., middle schools.

g. Preliminary research for the establishment of a special education vocational assessment and training center.

h. Plans by the Cable TV Policy and Consideration Committee.

i. Recommendations of subcommittee studying problems of multiple-retained students.

j. Studies by the Child Abuse and Neglect Task Force.

k. Recommendations of Subcommittee on Parent Education.

l. Statistics on remedial college placement.

m. Preliminary research on a plan for adult/community education.

n. Requests by parents for new magnet schools.

o. Data from School Site Visitations.

p. Principal's requests for supplemental funds.

q. Project PRIDE for slow learners.

r. Parental requests for Montessori schools.

s. Parental requests for pre-k programs.

t. Pupil Progression Plan.

u. Proposal for extended school year for students behind in basic academic subjects.

v. Requests for student support services (nurses, psychologists, counselors, etc.).

w. Needs assessments for external funding (Chapters I & II, etc.).

x. Testimony during original goals development hearings.

y. Urban League's recommendations.

z. Planning Subdistrict Profiles published by the Planning Department.

B. Management refers to improving the competencies of staff or the ways they are trained, utilized, and managed to achieve district objectives.

a. Collective bargaining contracts.

b. Quality Circles Preliminary Study.

c. Statistics from colleges of education.

d. Staff Evaluation Plan.

e. PIP program.

f. Recommendations of the Public Relations Advisory Committee.

g. Recommendations for staff development from internal and external sources.

h. Proceedings from recent management conferences.

i. Ernst & Whinney job classification report.

j. Proposals on revising Substitute Service.

C. Budget refers to allocating financial inputs to effectively and efficiently lead units toward the accomplishment of district objectives.

a. Proposal for February 1986 millage election.

b. Requests for external funding.

c. League of Women Voters reports.

d. City of New Orleans revenue projections.

e. Audit Advisory Committee recommendations.

f. Reports from Moody's and Standard & Poor's.

g. Proposal for Budget/Operational Planning.

h. Mrs. Gail Glapion's budget proposals.

i. Recommendation of Board's financial advisors and bond attorneys.

j. Committments from 1980 sales tax election.

k. Report of the Ad Hoc Committee on Public School Finance.

D. Facilities refers to making buildings adequate to facilitate learning and school operations.

a. LSU Design Review of Administrative Center.

b. Periodic reports from State Fire Marshal.

c. Capital budget requests.

d. SACS recommendations.

e. School Site Visitation Team reports.

f. UTNO recommendation on air-conditioning schools.

g. Asbestos survey.

h. City Planning Commission recommendations.

i. Gladstone report on surplus property.

j. Recommendations of Surplus Property Advisory Committee.

k. Applications for Participatory Incentive Grants.

l. Neighborhood complaints about parking around schools.

E. Administration refers to efficiency in processing instructions, forms, procedures, data, materials, and equipment to support learning.

a. U.T.N.O. contract provision on paperwork reduction.

b. School Site Visitation team reports.

c. Action Plan to Implement Proposed Program of Studies.

d. Luke S. consent decree.

e. Bulletin 741.

f. P.L. 94-142 and Louisiana Act 754.

g. Office of Civil Rights rules and regulations.

h. Collective bargaining contracts.

i. Proposal for an Educational Impact Assessment Statement.

j. Recommendation to revise the Board's policy manual.

k. Administrative recommendations on school size and grade configuration.

l. Capital Improvement Programming procedure.

m. Procedures on Residential Relocation Assistance.

n. Selection of a firm for a geosystem for transportation and geographic planning.

o. Study on contracting out maintenance and construction management.

p. Pupil Progression Plan.

q. Educational Assessment System.

r. Recommendations of insurance consultant.

s. Reorganizations of the administrative structure.

t. Study of district computer services.

AIMS AND GOALS OF THE NEW ORLEANS PUBLIC SCHOOLS

I. AIMS

Aims are broad statements that express the overall mission of the school district and that identify the direction in which the district is to move in approaching a successful future. Adopted aims function to philosophically and practically orient the district toward its purpose as a social, community, and governmental institution.

The aims of the New Orleans Public Schools are, and shall be, as follows:

AIM 1: EDUCATION OF THE INDIVIDUAL

Each unique individual is endowed at birth with beauty, talent, and goodness as well as with a desire to learn and grow and a drive to be self-sufficient. Each individual must be nurtured within a responsive environment, including that of the school and school system, in order to assure constructive and continual development.

It is the aim of the Orleans Parish School Board to provide nurturing and learning experiences that will allow, upon completion, each learner to be self-sufficient and self-reliant in today's and tomorrow's worlds. These results will be demonstrated regardless of color, race, creed, physical handicap, sex, religion, or national origin. Any differences related to such factors will be viewed by the Board as evidence of the requirement for the revision of curriculum, instructional delivery, and/or learning environments to eliminate these artifically induced differences.

AIM 2: SERVICE TO THE COMMUNITY

The school district was created as a governmental institution in order to serve the community through the education of its people. An educated populace is necessary for the intellectual, economic, social, and cultural growth of the City, the State, the Nation, and the World. The progress and the failures of society are shared by the schools. Conversely, the community shares in the schools' successes and in its shortcomings. The educational experiences provided by the New Orleans Public Schools shall equip students with the necessary knowledge, skills, and attitudes to succeed in society and to help constructively shape the future of New Orleans, Louisiana, the United States, and the World.

AIM 3: EXCELLENCE

Excellence shall be demonstrated by the schools in the education of the individual and in its service to the community. The Orleans Parish School Board shall demand that our schools be the most effective schools in the United States. The planning, implementation, and evaluation of programs shall reflect the most advanced knowledge and experience of the educational profession, and the entire district shall demonstrate commitment to individual and group excellence in all activities. Excellence shall be defined by results and by the effectiveness and contribution of learners in society after completion of the district's programs.

II. GOALS

Goals are general statements that direct unit planning toward district aims. Goals indicate, in general terms, what benefits should be received by individuals attending the schools and how the district should operate for the benefit of its clients. The Orleans Parish School Board has developed two categories of goals: Program Goals and Support Goals.

Program Goals define what it means to be educated and justify why the district compels school attendance. In essence, Program Goals delineate the criteria by which the Board determines if the district educates the individual and serves the community.

Support Goals justify the existence of the school district as a formal organization and indicate how the district should operate in order to support the student attainment of the Program Goals.

The goals of the New Orleans Public Schools are, and shall be, as follows:

PROGRAM GOALS:

Upon completion of the educational programs of the New Orleans Public Schools, students will

A. Be proficient in acquiring, pr ssing, and communicating information through the basic skills of o rving, listening, reading, speaking, writing, thinking rationally, and applying mathematical and scientific principles.

B. Attain the highest levels of physical, emotional, social, and intellectual excellence.

C. Possess the skills necessary to continually define personal and career goals and to pursue those goals through education and employment.

D. Be prepared to live in the world of the future and to help shape the future for the improvement of self and community.

E. Exhibit the self-confidence, competence, independence, and responsibility necessary for effective participation in the cultural, civic, economic, social, technological, and political activities of American society.

F. Know and appreciate one's own ethnic and cultural heritage, the historical and cultural diversity and unity of the various groups in the community, the nation, and the world, and the importance of achieving constructive societal results through a diversity of values and approaches.

SUPPORT GOALS:

In order to promote the attainment of student Program Goals, the Board and all teaching, administrative, and support personnel, individually and collectively, will

A. Demonstrate openness, integrity, and competence in all decisions and actions, rejecting and overcoming the influences of racism, sexism, classism, and other forms of discrimination.

B. Exhibit the highest expectations for student achievement of all Program Goals.

C. Unite with students, parents, institutions, and the community at large to advance the total development of our youth.

D. Develop and maintain positive, productive climates for all learning situations.

E. Provide facilities that are safe and well-maintained and that create the necessary environment for student achievement.

F. Monitor the effectiveness of all programs through a continual system of quality assurance that leads to constructive renewal and revision of content and approach.

G. Demonstrate effectiveness, efficiency, and utility in the allocation of the resources of personnel, time, space, and money in order to assure across-the-board excellence in results.

H. Plan on a continual basis to meet the ever-changing educational needs of the community and society and to promote learner self-sufficiency and contribution in today's and tomorrow's worlds.

I. Promote the public's confidence in the district's mission and performance through demonstrated accomplishments.

Department of Planning
February 7, 1983

Adopted by Orleans Parish School Board
March 14, 1983